

# THE PRE-K PARENT POST

Ready to learn...Ready for school  
Activities for Georgia's Pre-K children and families

Sixth Edition



"My child can say the numbers from one to twenty, but he gets mixed up when he counts things. Is this a problem at four?"

No problem at all! Many children can "count" or say the numbers by heart at an early age. Counting relies on memory of the number words and doesn't require real understanding of what "five" or "ten" actually mean. Saying the numbers in sequence is fun all by itself. At age four, children are just beginning to associate words with real objects. Parents and teachers can help a child's understanding by counting things at every opportunity. Count the forks as we set the table, the steps we climb, the people in lines, and the items on a shopping list. Touching each item as the child says the number helps him learn this "one-to-one" correspondence, and soon he will know that "five" means five things or five events and is more than the word between four and six. Your child can begin to understand who has more, who is taller, which item is heavier, and what counting and measuring are all about.

The language of math is part of a child's earliest vocabulary. "More" is one of the first words a baby utters, and he sure knows what that means! Other good words that help our children learn the language of math are:

big/little	long/short	small/large	wide/narrow
thick/thin	early/late	first/last	light/heavy
tall/short	few/many	high/low	same/different
more/less	group	pair	most

Use these math words whenever you can!



## FEATURED WEB LINK

[www.bbbgeorgia.org](http://www.bbbgeorgia.org)

This website features information on brain development in young and adolescent children.





# Little Blue and Little Yellow

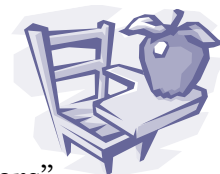
By Leo Lionni

What happens when the primary colors go out to play together? They mix together to weave a bright and beautiful story explaining secondary color creation. Sharing this story with your Pre-K child can lead to creative and colorful art projects and open the world of colors and color words!

Look for this book, or a similar one, at your local public library.

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## CLASSROOM CORNER



When you visit your child's classroom, you will see many "learning centers" where important learning takes place. In this issue of *The Pre-K Parent Post*, we feature the **Sensory Table**.

A favorite spot in any Pre-K classroom is the sensory table. This center especially appeals to children who learn tactilely. Materials change from time to time, and you may see rice, beans, noodles, oatmeal, and potting soil as well as sand or water. There are many opportunities for pouring, sifting, measuring, and stirring. Children learn about volume and properties of materials as well as practice fine motor skills like pouring and stirring. There are usually several children at this popular center, so social skills are engaged. All children must take turns, help each other hold and pour, share space, and cooperate. It's all such fun!

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## MEANINGFUL MATH



Make your own counting book. Using 5 zippered bags, staple them together opposite the end that zips open. Put masking tape over the staples as a binding so that small fingers don't get hurt. Have your child cut 5 pieces of paper to fit inside the bag. Write the numbers 1-5 on each page of the book, and insert in each bag. Then collect objects in the house that fit in the bags. One crayon, two small toys, three buttons, etc...Children can take items out and put new ones in to reinforce counting skills and tell their own story.

**Content Standard:** *Children will begin to develop an understanding of numbers.*

# ACTIVITIES

## ACTIVITIES TO ENGAGE THE SENSES

### Goop

*Materials: cornstarch, water, tray or bowl, food coloring (or tempera paint)*  
Mix 1/2 c. cornstarch with 1/4 c. water. Use hands to mix it up. Add more cornstarch, more water. What happens? Enjoy this tactile experience. Mixture can be reused.



### Frosting Dough

*Materials: 1 can frosting mix, 1 1/2 c. powdered sugar, spoon, bowl*

Mix all ingredients in bowl with a spoon. Knead into workable dough. Fun to make shapes and then eat!

### Bubbles

*Materials: water, liquid Joy™ detergent, pan, objects to make bubbles*

Pour water in a pan to cover the bottom. Add 1/4 c. detergent. Use a variety of objects to make bubbles: plastic rings from a six-pack of soda cans, spools, plastic berry baskets, pipe cleaners, plastic cookie cutters.

### Sniffers

*Materials: cotton balls, film canisters (photo stores give these away), items with a scent*

Place a cotton ball in each of several film canisters. Add favorite “smells”: lemon, cinnamon, chocolate, perfume — use your imagination. Punch holes in the canister top and replace. Mix up the canisters and guess the scent.

### Tune-in

*Materials: paper, markers*

Take paper and markers outside. Sit very still and listen. Draw a picture of what makes the sounds you hear.

**Content Standards: Children will use processes of science to actively explore and increase understanding of the environment.**



## DINING



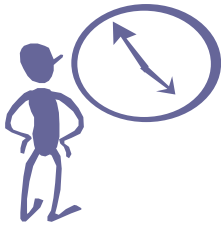
### Cracker Creations

- *different shaped crackers*
- *peanut butter*
- *plastic knives or wooden sticks*

Using peanut butter like glue, let your child make houses, cars, and sculptures to eat.  
Name the different shapes you are using.

**Content Standards: Children will develop a sense of space and an understanding of basic geometric shapes.**

# A MINUTE FOR MANAGEMENT ON...



## EATING HABITS

Tired of food fights? Get children involved in menu planning to cut down on dinnertime battles. Make a few simple rules and then **STICK TO THEM!**

1. Our family sits at the table for dinner (instead of getting up and walking around, or in front of the TV).
2. Our family tastes new foods with one small bite.
3. First we eat our dinner then have a snack.

### TIPS TO TRY:

1. Serve small portions. When serving children, start with about 1 teaspoon of each food. They can always have seconds!
2. Encourage your child to “eat a rainbow.” “Let’s pick out the colors that we are going to eat tonight. A brown meat, orange carrots, green beans, red watermelon, white bread – Hurray, I ate a rainbow!”
3. Let your child pick out a food from each food group to make a menu or try letting them cut out pictures from magazines.

Food tastes different to children than adults. Their taste buds are developing. They will eventually like a variety of foods if you present them with choices, small portions and a pleasant atmosphere during mealtime.

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## INCLUSION CORNER



### *Adapting Common Activities for a Child With Special Needs:*

Any activity or lesson plan can be adapted easily to include a child with special needs. Many of the mentioned activities could be used in a classroom or at home. This is an idea of how simple it can be. Not every child needs to participate in an activity the same way. Inclusion is about including **EVERYONE**.

- **Soccer for a child who uses a wheelchair or walker.** Have someone else kick the ball and push or help walk the child around the field. Child can be the goalie and use hockey stick to help catch the ball.
- **Finger Painting for a child who has sensitivity to textures.** The child could be given gloves to wear, the child could use a paintbrush or sponge, allow a child to use the adult’s hand as their own.
- **Cooking Activity for a child with limited muscle control.** The child could use an adapted switch to operate the blender; the counter could be covered with dycem to prevent slipping; the child could do their activity in a baking pan to have boundaries for their project.
- **Group Activity for a child with impulse control issues.** The adult creates a space for the child to retreat to after 2 minutes, allow the child to hold or play with their favorite toy, allow child to sit in a special chair or on a mat so they have their own space.



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